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A TRAINING PROGRAM FOR VOCATIONAL COUNSELORS. FINAL REPORT.

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AN INTENSIVE VOCATIONAL COUNSELOR TRAINING PROGRAM LASTING FIVE WEEKS WAS HELD FOR 21 SECONDARY SCHOOL COUNSELORS IN COLORADO. COUNSELORS WERE REQUIRED TO HAVE A BACHELOR'S DEGREE, TO QUALIFY FOR COUNSELOR CERTIFICATION, AND TO BE ACTIVELY ENGAGED IN COUNSELING. ADMISSION PRIORITY WAS GIVEN TO COUNSELORS FROM DEPRESSED AREAS. THE PURPOSES OF THE PROGRAM WERE TO TRAIN COUNSELORS IN SKILLS RELATED TO AIDING YOUNGSTERS MAKE VOCATIONAL CHOICES, TO INFORM COUNSELORS OF VOCATIONAL OPPORTUNITIES PROVIDED BY THE VOCATIONAL EDUCATION ACT OF 1963, THE ECONOMIC OPPORTUNITY ACT, AND THE MANPOWER ACT OF 1965, AND TO GIVE THEM A BASIC UNDERSTANDING OF VOCATIONAL PHILOSOPHY AND INFORMATION. PROBLEMS OF STUDENTS FROM DEPRESSED AREAS, AND PREVENTATIVE COUNSELING WERE POINTS OF EMPHASIS. THE STRUCTURE OF THE PROGRAM WAS--TWO WEEKS WERE SPENT STUDYING VOCATIONAL MATERIAL, TWO WEEKS EMPHASIZED COUNSELING INTERVIEWS HELD BY THE TRAINEES WITH CLIENTS FROM A VOCATIONAL-TECHNICAL SCHOOL, AND ONE WEEK WAS DEVOTED TO A JOINT SESSION OF TRAINEES AND REPRESENTATIVES FROM THEIR ADMINISTRATIONS. A FOLLOW-UP STUDY AND EVALUATION WERE PART OF THE PROJECT. COUNSELORS FELT THEIR KNOWLEDGE ABOUT VOCATIONS AND RECENT FEDERAL LEGISLATION INCREASED, THEIR ROLE IN VOCATIONAL COUNSELING WAS CLARIFIED, AND COMMUNICATION BETWEEN ADMINISTRATORS AND THEMSELVES INCREASED AS A RESULT OF THE PROGRAM. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

TITLE: A TRAINING PROGRAM FOR VOCATIONAL COUNSELORS

AUTHOR: Donald L. Frick

PROJECT DIRECTOR: Same

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GRANTEE: Colorado State University
Fort Collins, Colorado

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TABLE OF CONTENTS

	Page
SUMMARY OF PROJECT	i
INTRODUCTION	1
Purpose	1
Need For Training	1
Specific Objectives	2
Contribution To Vocational Education	3
CONTENT AND PROCEDURES	4
Selection Procedures	4
Publicity	4
Selection	4
Content and Activities	5
1966 Vocational counselor training program schedule	7
Evaluation and Follow-up	13
Training program content evaluation	13
Evaluation of program effectiveness	13
Analysis of evaluations	14
Analysis of follow-up data	14
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	17
Summary of Program	17
Conclusions	17
Recommendations	19

APPENDIX

Exhibit A - Training Program Publicity Announcement
Exhibit B - Training Progran Application Forms
Exhibit C - Training Program Evaluation - Administrators
Exhibit D - Training Program Evaluation - Counselors
Exhibit E - Follow-Up Evaluation - Administrators
Exhibit F - Follow-Up Evaluation - Counselors
Exhibit G - Training Program Project Guide
Exhibit H - Roster of Trainees

SUMMARY OF PROJECT

Grant Number: Office of Education Number OEG-4-6-061592-0714
Vocational Education Act of 1963, P.L. 88-210, Section 4(c).

Title: A Training Program for Vocational Counselors

Project Director: Donald L. Frick

Institution: Colorado State University
Fort Collins, Colorado

Duration: Five Weeks - June 13, 1966 to July 15, 1966

Purpose: (A) To bring to counselors of youth intensive training which will develop their ability to make practical applications of counseling skills in assisting youth and young adults in choosing and preparing for a vocational goal which is in keeping with their aptitudes and abilities.

(B) To bring to counselors information of the existing possibilities and of the new areas of training offered by the Vocational Education Act of 1963, the Economic Opportunity Act, the Manpower Act of 1965 and other federal legislation, especially as these may be applied in meeting the vocational needs of all youth and young adults. Special emphasis was given to meeting the needs of youth in the economically depressed communities and especially those who have academic, socio-economic, or other handicaps which prevent them from succeeding in regular vocational education programs.

(C) To provide counselors with a more thorough knowledge and understanding of the basic vocational philosophy and information which will enable them to provide more intelligent and effective vocational counseling to all youths and especially those from the economically depressed communities.

Procedure: Twenty-one school counselors from four states were selected on the basis of: type of community; nature of present assignment; and need for such training to perform this assignment. During the first two weeks, held on the campus of the University, intensive formal presentations were made by staff and resource personnel on the philosophy and structure of vocational education; occupational information sources;

classification and use; and presentations by vocational educators from schools offering on-going effective programs. These formal aspects were supplemented with group discussions, demonstration interviews, further study of personality factors and counseling theory and practices. Introduction to practicum experiences were made through role-playing sessions, evaluations of taped interviews, etc. with emphasis on vocational problems. The third and fourth weeks were held at the Emily Griffith Opportunity School in Denver, Colorado which is part of the Denver Public School system and is a vocational-technical school for youth and adults of all ages. The major portion of time was spent in counseling interviews with clients of this school and involved interest and aptitude testing, counseling for vocational choice and training and actual placement in such training, or in some cases actual placement in jobs. This core experience and training was supplemented by visits to business and industry for purposes of gaining information on employment practices, procedures, training, and general personnel policies. Further presentations were made by resource personnel from Economic Opportunity programs, Manpower, Development and Training officials and other federal program personnel. As an integrative feature of these weeks, seminars were conducted which were focused upon bringing the needs of clients who were interviewed into harmony with the information gained about available training programs and the policies and practices of business and industry. One important aspect which was given considerable attention in the seminars was based upon this question: What can our schools do for youth today who are facing the world of work which will prevent the vocational dilemma which was present with many of the clients who were interviewed in the practicum setting? Thus, the preventative aspect was emphasized as the primary goal for organizing, implementing and carrying on vocational training programs and counseling procedures in the schools represented by these counselors. The fifth week was held back on the University campus at which time a representative of the school administration from each counselor's school was present for a week's orientation and program planning. This was achieved by total group and small group discussions on aspects of the needs of youth for vocational training, counseling and guidance assistance, followed by a block of approximately two days in which each counselor worked with his administrator in a plan for meeting such needs of the youth of their school community. These plans were written out in both detail and abstract form. The abstracts were disseminated to all other counselors (and their administrators) in the training program. On the final day of the

training program a written evaluation of the program was made by both the counselors and the administrators. These results were tabulated and sent to the training program participants.

The final phase to the training program was a follow-up study. This included visitations to the schools at about mid-year following the training program, to gain further reactions from the counselors and administrators about the program proper and to gain information about the degree of implementation of the plan made during the last week of the training program. This was followed by another written evaluation (questionnaire type) made by mail communication. These questionnaires were formulated and administered to both the counselors and administrators in a manner that all responses could be made anonymously. These results were then compared on a group basis with the evaluations made on the last day of the training program. Another part to this written communication was a description made by both counselor and administrator (independently) of the progress made on their program development.

Results and Conclusions:

The major results and conclusions of this training program can be summarized as follows:

(1) These counselors in training voiced almost a unanimous opinion that their background in the world of work factors and other aspects of vocational development was very inadequate to perform the service needed by youth of today.

(2) It was further revealed that these counselors we were not aware of the possibilities for vocational training under recent federal legislation and the implication of such for developing flexible vocational education programs to meet the needs of youth of their communities.

(3) It was also revealed through the presentations and discussions held by the vocational education resource personnel that such persons need to be more aware of the counselor's function in assisting students in vocational choice and preparation.

(4) The major result of this training program was the bringing together counselors and administrators for the purpose of redefining a basis for communication for meeting the needs of students in terms of

a planned program for meeting the vocational needs.

(5) A further result appeared to be in the realization of these counselors that some redefining of their roles was needed on their own part in order to meet the ultimate vocational needs of students; that too much time and effort has been spent on students who are college bound with little or no consideration to ultimate vocational objective.

I. INTRODUCTION

A. Purpose

The purpose of this Training Program was to:

1. Develop in each trainee the ability to make practical applications of counseling skills in assisting youths in choosing and preparing for a vocational goal which is in keeping with their aptitudes and abilities.

2. Inform the trainees of the existing possibilities and of the new areas of training offered by the Vocational Education Act of 1963, the Economic Opportunity Act, the Manpower Act of 1965, and other federal legislation dealing with training programs for vocational preparation. Facets of these Acts were considered as they apply to meeting the vocational needs of all students. Special emphasis was given to meeting the needs of youths in the economically depressed communities and especially those who have academic, socio-economic, or other handicaps which prevent them from succeeding in regular vocational education programs. Types of training which are now available to this group were further emphasized.

3. Provide trainees with a more thorough knowledge and understanding of the basic vocational philosophy and information which will enable them to provide more intelligent and effective vocational counseling to all youths, and especially those from the economically depressed communities.

B. Need for Training

With the current emphasis upon the need for education beyond high school, the position of the counselor has become increasingly important. However, the need for more realistic vocational guidance and counseling is becoming more critical because, while the number of students entering higher education has increased, the per cent completing such education has not improved. Counselors have become aware of the pressures exerted upon them to guide student into college preparatory courses with little or no consideration of the types of occupations for which they are best suited. These pressures have prevented counselors from giving proportionate consideration and assistance to students who would benefit from some type of vocational education. Counselors frequently voice this difficulty and express a definite need for becoming better informed about the world of work factors, types of vocational training available and for increasing their effectiveness in working with students in realistic vocational selection. One of the particular handicaps which prevent them from entering into

or succeeding in regular vocational education programs. As a result, the present school programs are not providing appropriate vocational guidance and training programs for all students.

Through our many contacts throughout the state of Colorado and neighboring states in connection with the Vocational Counselor Training Program conducted during the summer of 1965, there is overwhelming evidence that a large proportion of counselors are not aware of the possibilities for vocational training under recent federal acts. This training is therefore needed to be made available to more counselors, and especially to increase their awareness of the almost unlimited possibilities under these acts. The 30 counselors who were trainees in the 1965 Training Program unanimously expressed a great unawareness of the content and implications of such recent federal acts. Moreover, these counselors expressed concern for the increasing burden of responsibility which is being placed upon them for directing students towards all types of vocational preparation. Therefore, they were highly sensitive to the need for more thorough knowledge and understandings of the various types of vocational education programs which are available in meeting the needs of all youths. These counselors concertedly voiced a lack of adequate background to discharge this responsibility. This training program is being proposed to remedy this deficiency and to meet these needs of more counselors. If this type of training can be brought to more counselors on a continuing basis, then and only then will the needs of youths be met in a more uniform approach. We need to provide this training for all counselors in order to make them more aware of the philosophy of vocational education, world of work factors and the social-psychological factors which are influencing today's youths in selecting and preparing for an occupations.

C. Specific Objectives

1. To increase the basic skills of trainees in working with all persons in the four categories as defined in the Vocational Education Act of 1963, (formal presentations and discussions).

2. To enhance the knowledge and understanding of trainees concerning occupational information and its use in the world of work, and the socio-economic influences on today's youths which lead to vocational selecting and training, (formal presentations, discussions, and field experiences).

3. To review counseling techniques and procedures, new testing instruments, and placement and follow-up methods, especially as these relate to vocational selection, training and entry into the world of work, (formal presentations, discussions, practicum and field experiences).

4. To increase the trainee's ability to recognize and integrate the social, economic, and psychological factors which are reflected in the present academic, economic, and social dilemmas of many unemployed youths and adults, (practicum, field experiences, and seminars).

5. To assist trainees in identifying and carrying out their responsibilities in cooperative efforts with their administrators and personnel of local vocational training and placement agencies in the promotion of more effective vocational education programs.

6. To provide the trainee's school administrator an opportunity to be oriented to the needs for and general structure of vocational education programs, recent federal acts and the potential for developing a plan of action with his counselor for meeting the vocational education needs of the youths of their community, (formal presentations and discussions, group planning sessions).

7. To provide trainees with research evidence which identifies the special abilities and interests of students who have been successful in programs of vocational and technical education, (formal presentations and discussions).

8. To acquaint trainees with programs of technical education which are available at the post-high school level including junior colleges and other institutions, (formal presentations and discussions.)

D. Contribution to Vocational Education

One of the overall objectives of this training program was based upon the belief that all facets of education must be concerted toward better preparing youth in meeting the realities of the socio-economic world. Therefore, one of the main points of emphasis was directed to instilling in counselors and administrators the need to be informed of the potentialities for meeting the vocational needs of youth. Furthermore, a significant aspect was the bringing together counselors and administrators with all types of personnel from vocational education for the purpose of establishing a common ground for meeting these needs of youth. It is felt that this training program contributed to bringing about much more compatibility between these groups of educators; this was especially true of bringing about a better understanding of each other's role in the educational process. As a result of the formal presentations, supportive discussions, practicum experiences, and the program development activities, it is believed that a significant contribution might have been made to meeting the total vocational education needs of youth. Much of this is further emphasized in the summary, conclusions, and recommendations portion of this report.

II. CONTENT AND PROCEDURES

A. Selection Procedures

1. Publicity

The program was publicized throughout the state of Colorado and bordering states through the form of a duplicated announcement. This was disseminated in the following manner: in the state of Colorado the directory of schools published by the State Department of Education was used. All schools which had a staff member who was designated as a counselor, received this announcement (See Appendix, Exhibit A). In the bordering states, the State Directors of Vocational Education and Guidance Services were contacted by personal letter or by telephone and further furnished with copies of the announcement. These personnel were asked to nominate schools and individuals from such schools who would benefit from the purposes and objectives of the training program. The announcement was also sent to other inquiring sources even if they were outside of the geographic area described above. Approximately 700 announcements were sent to all sources. Those persons returning the application request blank (and thus indicating they could qualify) were sent the application forms. Approximately 60 such applications were received, of which 15 could not be considered because they did not "qualify" under the selection criteria. (See Appendix, Exhibits B, for application forms).

2. Selection

As the applications were received, they were preliminarily screened by the Director on the basis of the selection criteria which were as follows:

(a) He must hold a bachelor's degree and be able to qualify for a counselor certification (or endorsement) in his respective state.

(b) He had to show evidence that he would be engaged in guidance and counseling students who may be eligible for enrollment in vocational education classes on the secondary, junior college, trade and technical, or adult education level.

(c) He had to present evidence that he was now engaged (at least on a part-time basis) in counseling students in regard to vocational problems or that he would be engaged in such vocational counseling for the coming school year (1966-67).

(d) He had to show evidence that he would hold an assignment as a counselor for at least one-half time for the coming school year (1966-67) and such assignment and description of his counseling duties had to be verified by the school administrator.

(e) Applicants who were desirous of receiving college credit for the training program had to be further accepted by the Graduate School of Colorado State University, although they did not have to be enrolled for a degree.

Those applications which met these criteria were then reviewed by a screening committee (three staff members) on the basis of the following additional criteria:

(f) Those applicants who were employed in the Rocky Mountain and adjoining plains regions and who were representing communities which could be considered as economically depressed because of location, etc.

(g) Applicants who showed in the descriptive sections of the application materials, that they held interest, desires, and needs which were compatible with the purposes and objectives of the Training Program.

(h) In a few cases, personal interviews were held to supplement the information received on the application in order to determine if the individual would be best served by this training program.

Although sufficient number of applications were received from persons who could qualify, it became impossible to fill the training program with its originally planned complement of 30 persons. This resulted because of the lateness of date in receiving the grant. Selections could not be made before May 15 and by this time, ten applicants who were accepted, had to decline the offer because other opportunities had become available to them. As a result, only 21 trainees actually participated in the program.

B. Content and Activities

The training program was five weeks (25 days) in length and followed this general structure:

1. The first two weeks were held on the campus of Colorado State University and consisted of formal presentations on the philosophy and structure of vocational education; occupational information sources, classification, and use; and presentations by resource persons from public schools which have on-going vocational education programs. Introduction to the practicum experiences was made through formal presentations, followed by demonstrations, discussions, and role-playing experiences. The formal presentations dealt with personality dynamics and counseling techniques. All of the formal presentations were supplemented by small and total group discussions.

2. The third and fourth weeks were held at the Emily Griffith Opportunity School, Denver, Colorado. This is a vocational-technical school operated by the Denver Public Schools and is open to all residents of Denver, age 16 or older. The focal point of these two weeks were the counseling interviews which were held by the trainees with clients of this school. Each trainee had contact with at least three clients for the purpose of administering and interpreting vocational appraisal instruments; counseling for vocational decision and selection; and actual selections of an appropriate training program offered at this school. In addition to this core experience, the trainees had an opportunity to visit five different business and industry companies for purposes of obtaining information concerning selection, training and placement policies and procedures. In addition, presentations were made by resource personnel from Manpower Development and Training; Economic Opportunity Act; State Employment Service, regarding training opportunities from these sources for young people of school age. Blocks of time were also set aside for seminar sessions for the purpose of integrating the experiences of these two weeks with the knowledge and information gained concerning vocational education programs; other federal and state training programs; and requirements of business and industry. One of the main points of emphasis in these seminars was: "what can schools do for youth who are about to face the world of work which will prevent them from facing the economic dilemma which was present in the clients interviewed at the Opportunity School." This established a basis for integrating all the experiences of the training program.

3. The fifth and final week of the program was held back on the campus of Colorado State University and was devoted to a joint session of the trainees with representatives of their school administrations. At the time of the trainee's acceptance, a notification was sent to the trainee's school administration requesting that such a representative be appointed. All except two schools furnished such a representative, and these two could not due to previous commitments in their communities. The content for this week consisted of an orientation of the administrators to vocational education strucutre, philosophy, and availability; the "role of the counselor" presentations and discussions; and one presentation by a representative of industry who explained selection, training and placement procedures in that industry. Approximately three days were devoted to program development. During this time the administrators worked with their counselors for purposes of developing a plan of action which would meet the vocational need of students in that school community. Most of this was performed in small groups or in conferences between a school administrator and his counselor.

The actual schedule by weeks is indicated on the following pages. Each day's activities began at 8:00 a.m. and ran until approximately 4:00 p.m. with the usual luncheon hour and in the mornings a 30 minute coffee break.

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - First Week

Monday a.m. - Registration, introductions, administrative announcements, etc.

- Begin formal presentations and discussions with a review of basic concepts, functions, and structures of guidance and counseling. (staff)

p.m. - Begin formal presentations and discussions on vocational education philosophy. (staff)

- Followed by presentation on Personality dynamics and counseling techniques. (staff)

Tuesday a.m. - Presentation by resource personnel: Dr. Dave Pritchard, Specialist, USOE, on aspects of vocational counseling.

p.m. - Presentation by resource personnel: Dr. Dolph Camp, Chief, Occupational Information, USOE, on sources and uses of occupational information; and federal sources of support for guidance and counseling.

Wednesday a.m. - Continued presentation on vocational education structure, sources of support. (staff)

- Followed by small group discussions of the implications for local program development. (staff)

p.m. - Continued with small group discussion from a.m.; followed by General Session for purposes of reporting group discussions. (staff)

- Followed by continuation of presentations and discussions on personality dynamics and counseling techniques. (staff)

Thursday a.m. - Presentation by resource personnel: Dr. M.G. Linson, Executive Director, State Board for Vocational Education, on Federal State provisions for vocational education on local level.

- Followed by presentation by resource personnel: Mr. LeRoy Cavnar, Specialist in Guidance, State Board for Vocational Education, on testing for vocational interest and its use in counseling.

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - First Week - Continued

Friday a.m. - Group discussions held on topic presented by Dr. Linson (Thursday a.m.) followed by question period to Dr. Linson.

p.m. - Orientation to the Opportunity School program as to plans for next two weeks; interview procedures, referral procedures, etc.

- Followed by presentations, demonstration, and beginning role-playing on counseling techniques.

Schedule - Second Week

Monday a.m. - Continue group discussion on counselor role. (staff)

- Followed by formal presentations and discussions on occupational information sources, classification, and uses. (staff)

p.m. - Continue group discussions on General Session, followed by small group on vocational education philosophy, functions and procedures. (staff)

- Followed by presentations, discussions and role-playing of counseling procedures, etc.

Tuesday a.m. - Continue with group discussions on vocational education aspects. (staff)

- Followed by presentation on vocational testing instruments and procedures. (staff)

p.m. - Continue on presentations and discussions on occupational information. (staff)

- Followed by discussions, role-playing, case studies on counseling techniques. (staff)

Wednesday a.m. - Presentation by resource personnel: Panel of distributive education local coordinators on procedures for establishing D.E. programs at the local level.

- Followed by continuation on discussion of occupational information sources and uses. (staff)

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - Second Week - Continued

Wednesday p.m. - Continuation of occupational information with major emphasis on small group discussions ideas for formulating procedures for use at the local level.

- Followed by continuation of counseling technique activities -- role playing, tape evaluations, etc.

Thursday a.m. - Continuation of the vocational testing begun on Tuesday a.m. Laboratory experience - trainees were subjected to taking such tests. (3 hours of actual testing)

p.m. - Presentation by resource personnel: A panel of trade and industry local coordinators on planning and carrying out a T & I program on the local level.

Friday a.m. - Presentation by resource personnel: Panel of office occupation local coordinators on establishing and carrying out office occupation curriculum.

- Resource personnel presentation: The area vocational school - its formlation and operation. (Mr. Hosler and Mr. Cavnar, State Board for Vocational Education.)

- Noon hour meeting of trainee committee and staff on evaluation.

Schedule - Third Week

Monday a.m. - Reported to Opportunity School, Denver, followed by orientation to the school's program, tour of facilities, etc.

p.m. - Presentation by resource personnel: T.H. Morris, U.S. Apprenticeship Program, on structure and operation of local and state programs.

- Began first client interviews.

Tuesday a.m. - Resource personnel presentation: A panel of students attending training at the Opportunity School under the M.D.T.A. program.

- Followed by presentations and discussion of such programs by a panel consisting of: Mr. Mel Crites, Coordinator of M.D.T.A., Opportunity School;

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - Third Week - Continued

Tuesday a.m. - Mr. Chet Crews, Coordinator, M.D.T.A., Colorado Employment Service; and Mr. Paul Strong, H.E.W. Manpower Administration.

p.m. - Presentations by resource personnel: Dr. Parnell McLaughlin, State Director, Colorado Division on Vocational Rehabilitation; Mr. Richard Heberleing, Supervisor of Vocational Rehabilitation.

- Continuation of client interviews.

Wednesday a.m. - Field Trip - visit to Public Service Company of Colorado - presentations, discussions, and tour. Resource personnel: Mr. Kroneberger, Director of Personnel; Mr. Kenneth Wilson, Training Coordinator.

- Continuation of client interviews.

p.m. - Presentation by resource personnel: Mrs. Siebel, Training Coordinator, Child Development Centers, (Head Start Programs).

- Continuation of client interviews.

Thursday a.m. - Presentation by resource personnel: Mr. Jake Valdez, Assistant to the Governor of Colorado, Economic Opportunity Act - its program.

- Continuation of client interviews and remainder of the day was also reserved for trainees to select some business or industry to visit independently (or in small groups).

Friday a.m. - Continuation of client interviews, case write-ups, etc.

p.m. - Field Trip - to Goodwill Industries on training programs for the physically handicapped. Resource personnel: Mr. Blanche and Mr. McDonald, administrative officials of Denver Goodwill Industries.

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - Fourth Week

Monday - July 4 - Holiday.

Tuesday a.m. - General session reports on individual visits to businesses and industry, and other field trips of the third week.

- Continuation of client interviews.

p.m. - Continuation of client interviews.

Wednesday a.m. - Presentation by resource personnel: Mr. Lancaster, Manager, Metropolitan Youth Center, Youth Opportunity Training Programs.

- Continuation of client interviews and began seminar sessions on integrating experiences.

Thursday a.m. - Field Trip to Bell Telephone Company, tour, presentation and discussions on policies and practices of selection, training and placement.

p.m. - Presentation by resource personnel: Mr. Richard Vogel, Manager of Colorado Employment Services, functions of the Employment Service.

- Followed by field trip to May - D & F Department Store, policies, practices of employee selection and training.

Friday a.m. & p.m. - Day was reserved for concluding client interviews; case write-ups and seminar sessions on integrating experiences.

Schedule - Fifth Week

Monday a.m. - General session for school administrators, orientation to the training program, its activities and experiences during the first four weeks. Began formal presentations on vocational education. (staff)

- Trainees met by themselves to discuss areas and approaches to local program development.

- Continued vocational education presentation by staff to administrators.

- Trainees divided into groups for purpose of formulating some demonstrations to administrators on guidance activities.

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Schedule - Fifth Week - Continued

Tuesday a.m. - General session of the administrators, presentations and discussions of federal and state support of vocational education at local level.

- Followed by presentations and discussions on guidance concepts, procedures.

- Trainees continue work on demonstrations of guidance activities.

p.m. - General session (administrators and trainees) - presentation by resource personnel: Mr. Paul Nelson, Director of Employment Selection and Training, I.B.M., Boulder, on policies and procedures of employment selection, training.

- Followed by general session (administrators and trainees) on procedures for next two days in individual planning for local program development.

Wednesday a.m. - Reserved for individual conferences between administrator and his counselor for program development.

p.m. - Trainee demonstration on a unit in occupations to total group.

- Followed by continuation of project planning.

Thursday a.m. & p.m. - Total day reserved for administrators working with counselors on program planning for their local needs.

Friday a.m. - Reserved for final planning of project and write-up.

p.m. - General session, total group, reports of planned projects to total group followed by discussion.

- Final evaluation of total training program, one from trainees; one from administrators.

C. Evaluation and Follow-Up

The evaluation and follow-up portion of this training program was considered to be of equal importance to the actual training activities. This was divided into two parts; (1) the on-going and final evaluation of the training program content and activities; (2) an evaluation of the training program effectiveness through a follow-up study.

1. Training Program Content Evaluation

During the training program, a block of time was set aside for the trainees to react and feedback their appraisal of the content and procedures. Each Friday during the lunch period a committee from the trainees met with the staff to give their appraisals of that week's program. The committee was appointed by the trainee group as a whole and all comments, criticisms, or suggestions were conveyed to the committee on an individual or group basis. This procedure led to some revisions in the original plans at certain points. For example, one of these was the request for a block of time to individually choose and visit a business or industry beyond those specific visitations planned.

On the final day of the training program, each participant (administrators and counselors) were asked to fill out, anonymously, a rating scale which covered all the major aspects of the training program. These were tabulated for consensus appraisal. (See Appendix, Exhibits C and D). Seven months later, the major items of this rating scale were drafted into a questionnaire and mailed to all participants for their further anonymous rating. The results of these ratings were then compared to the rating made at the conclusion of the program and are discussed in the Summary Conclusions, and Recommendation section of this report. The comparison of the statistical findings of these are shown on the sample rating form in the Appendix, Exhibit E and F.

2. Evaluation of Program Effectiveness

This phase of the program was accomplished through: (a) personal visits to the schools about five months after the conclusion of the program; (b) by response to certain items included in the questionnaire mailed to the participants seven months after the conclusion of the program.

The personal visitations were conducted by the Director who spent from one hour up to one-half day in each school. However, because of travel distances and inadequate time, six of the participant's schools were not visited. Four of these were outside of the state of Colorado and two were in remote areas of Colorado. However, all participants were contacts and responded to the questionnaire. The report of

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The evaluation and follow-up portion of this training program was considered to be of equal importance to the actual training activities. This was divided into two parts; (1) the on-going and final evaluation of the training program content and activities; (2) an evaluation of the training program effectiveness through a follow-up study.

1. Training Program Content Evaluation

During the training program, a block of time was set aside for the trainees to react and feedback their appraisal of the content and procedures. Each Friday during the lunch period a committee from the trainees met with the staff to give their appraisals of that week's program. The committee was appointed by the trainee group as a whole and all comments, criticisms, or suggestions were conveyed to the committee on an individual or group basis. This procedure led to some revisions in the original plans at certain points. For example, one of these was the request for a block of time to individually choose and visit a business or industry beyond those specific visitations planned.

On the final day of the training program, each participant (administrators and counselors) were asked to fill out, anonymously, a rating scale which covered all the major aspects of the training program. These were tabulated for consensus appraisal. (See Appendix, Exhibits C and D). Seven months later, the major items of this rating scale were drafted into a questionnaire and mailed to all participants for their further anonymous rating. The results of these ratings were then compared to the rating made at the conclusion of the program and are discussed in the Summary Conclusions, and Recommendation section of this report. The comparison of the statistical findings of these are shown on the sample rating form in the Appendix, Exhibit E and F.

2. Evaluation of Program Effectiveness

This phase of the program was accomplished through: (a) personal visits to the schools about five months after the conclusion of the program; (b) by response to certain items included in the questionnaire mailed to the participants seven months after the conclusion of the program.

The personal visitations were conducted by the Director who spent from one hour up to one-half day in each school. However, because of travel distances and inadequate time, six of the participant's schools were not visited. Four of these were outside of the state of Colorado and two were in remote areas of Colorado. However, all participants were contacts and responded to the questionnaire. The report of

the findings contained herein are the result of either the personal visitation and questionnaire response or just the information received on the questionnaire.

(a) Analysis of Evaluations

It was deemed advisable to obtain the reaction of all particiants as to the value of the training program. Therefore, a written anonymous evaluation was obtained from each participant on the final day of the training program. A separate form was prepared and given to each group (administrators and counselors) based upon the type of involvement each had in the training program. It was considered essential to test the reliability of these responses in order to more closely arrive at some valid conclusions about the value of the training program in achieving its purposes. As a result of this objective, a second evaluation form was drafted and sent to each individual participant seven months following the close of the training program. This questionnaire included those items in the first evaluation on which a test of reliability was desired. The second questionnaire also included other items for purposes of gaining further information about counselors and their duties and also about program development. Exhibits E & F, Appendix, contain the summary of the findings on the follow-up questionnaires and show a comparison of response on those items on which reliability was being tested. It will be noted from these results that all re-measured items show a high degree of reliability on the basis of range and measures of central tendency. All items were tested for significance of difference on the central tendency measures. Only two items showed a significance at the .05 level of confidence. Those were items numbered 1 and 4 on the questionnaire completed by the administrators. These significances were obtained on the difference between medians on these items, and fell at the lower limit (for degrees of freedom) of the .05 level. Part of this might be explained in the fact that the range on both of these items was smaller on the follow-up questionnaire as compared to the original one. None of the other items could approach this level of significance. Therefore, it may be concluded that the other items showed consistency of response and therefore reflect the candid appraisals of the participants.

(b) Analysis of Follow-Up Data

On the basis of the personal visits to schools and information received from the follow-up questionnaires, it became apparent that all except three schools have been able to implement at least part of their plans during this school year. The Project Outline Guide is

shown in Appendix, Exhibit G. These three indicate their intentions to do so pending administrative approval of finances, personnel.

A summary of the findings of the other 18 schools is as follows: (some are proceeding with plans or activities in more than one of these areas).

8 are in progress of follow-up studies of former students to determine vocational outcomes which will assist in developing vocational education and career information services.

10 are in the process of developing, on a more sound systematic basis, their occupational information services including direct contacts with business and industry for student referrals. (1 has established a Vocational Resources Center to the amount of $3,000 which will serve the occupational needs of students of other high schools in that district.).

4 schools were to make either initial plans or actually implement one or more curriculums in vocational education. These included two in office occupations; 1 in trade and industrial; and 1 in distributive education.

Other typical information received or situations observed during the visits verified these efforts and included others as follows:

1 school is setting up a program of parent conferences for purposes of discussing vocational plans of their children with the school counselors. This will become a permanent on-going effort which will lead to more realistic vocational counseling with students about vocational goal selection, planning, and training.

1 school indicated plans to add a staff member for specializing in vocational counseling beginning the fall of 1967.

1 school has organized, through the counselor, a program of total staff visitations to local industry for purposes of building awareness and background information about the world of work for all professional members.

2 schools have prepared a "slide and tape" presentation for students on different occupations. These were prepared by the counselor(s) by direct visits to business or industry. Four others indicated their plans to prepare similar materials yet this year or by next year.

1 school has indicated plans to request an additional counselor who will "work with continuous follow-up surveys and occupational needs."

1 school is establishing a "live inventory" of resource persons who will be available to students for consultation about job requirements, opportunities, and training programs.

1 school has indicated that "among other things we hope to get accomplished, we have been able to, this year, clarify much misunderstanding about the counselor's job."

1 school is in the process of completing an occupational survey of its community and have uncovered many job opportunities "we didn't realize were present in our community."

7 schools have definite plans to establish vocational education programs within the next two to three years based upon the needs found from follow-up studies and other evidences.

III. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The overall plan of operation was followed with only minor changes due to circumstances which were appropriate. Several scheduled activities had to be cancelled due to inavailability of personnel at the time allotted. Several other substitutions were made at the request of the trainees and the other participants. For example, several of the administrators who were scheduled to attend were forced to send substitutes because of unforseen obligations, and two schools could not send anyone from the administration because of unavoidable circumstances. One trainee was forced to leave two days before the close of the program due to a death in his immediate family. Three administrators were able to attend only three days of the program, but had completed much of the plans with their counselor before they were forced to return to their respective communities.

A. Summary of Program

The major features of the program included the bringing of information to counselors and administrators concerning recent developments in vocational education offerings; and the need to give more guidance and counseling assistance to students and their vocational needs. Much of the "growth" of the trainees occurred as a result of their own group discussions; the client interviews; and the visits to business and industry. All presentations made by staff and resource personnel were made on an "informal" basis which allowed for much opportunity for questions and interchange of ideas, philosophies; and creative thinking. One of the main features of the program was the plan which allowed for the line of communication between staff and trainees to be open at all times. The weekly meetings of the staff and trainees provided a "feedback" at all times and aided greatly in the rapport factor between these two groups. Although some weeks it was necessary for only a few minutes in these meetings, it provided the trainees with the feeling of democratic relationships. There were many manifestations of harmony between staff and trainees. However, it must be added that several of the planned presentations and activities did not fulfill their intended purposes. Several of the resource persons failed to stress the value of their work in relation to the school's function; one person failed to appear at his allotted time and did not communicate this either beforehand or later; one field trip had to be cancelled because of unforeseen developments at the place concerned. More time could have been allotted for individual trainee-staff conferences for purposes of assistance in drafting the plan of action for the counselor's school.

B. Conclusions

On the basis of the training program as a whole, the results of the activities, the participation of school administrators, and the findings of the follow-up phase, the following conclusions are made:

1. It became apparent to the staff and the counselors themselves that schools today are giving too much emphasis to

curriculum, instruction, and guidance assistance which is devoted to the college bound student or in strongly encouraging students to be college bound.

2. It became evident to the counselors themselves that they, as individual professional workers, and that counselors as a whole are lacking greatly in their background knowledge and understanding about the whole world of work factors including basis information and vocational concepts.

3. It was evident to the staff and was manifest many times during the term of the training program that counselors have a difficult time in defining their "role" in the school to staff, administration, and even to themselves.

4. It became strongly apparent to the staff that counselors are truly concerned about "not getting the job done" in meeting the vocational decision, planning, and training needs of their students.

5. It was revealed that counselors need to be more flexible in working with youth about vocational objectives; that too frequently, they "counsel" students into the direction of occupations in which the counselor has the most knowledge or toward an occupation which is more "socially acceptable" to the student's parents and peers.

6. It became most evident that school administrators have limited knowledge about the world of work in general, and particularly in regard to current trends or demands in the national, regional, or local labor force.

7. It was further revealed that school administrators, as a whole, are equally concerned about the schools' ability to "get the job done" as far as adequately preparing their students for world of work factors.

8. It may be concluded that the plan for bringing administrators and counselors together has great value in establishing certain lines of communication open between them and enabling them to work concertedly for meeting all types of needs of their students.

9. It is believed that such a plan for bringing administrators and counselors together should be followed in more schools and should bring about greater harmony in their efforts.

10. It may be concluded that according to the evaluations, that both administrators and counselors who were participants in the program felt it was very worth while in building their backgrounds of information and understanding, and "awakening" them to some more specific action toward meeting the vocational needs of their students.

C. Recommendations

The following recommendations are offered which may be of value to others who are planning to conduct such training programs; to those concerned with counselor education; and to school administrations which are seeking to better meet the vocational needs of their students.

1. That the U. S. Office of Education should strongly encourage more concerted efforts to be exerted by schools in meeting the vocational needs of students. This should be done by making funds available for such training programs and by assisting states and local communities in systematizing their efforts in meeting these needs in a realistic way.

2. School communities, through their school administrations, should take more initiative to adjusting their educational programs in line with the socio-economic needs of their students and the needs of their communities and the nation.

3. That professional educators who are concerned with preparing counselors need to give more consideration to preparing counselors who will meet the real needs of students as they find them and in particular, give greater depth of training of knowledge and understanding concerning the world of work factors.

4. That all professional persons in the field of education need to re-assess their efforts as to the importance of building the value systems of students which will increase their perceptions of their duties and responsibilities in the economic structure of our nation.

A P P E N D I X

C O L O R A D O S T A T E U N I V E R S I T Y
Departments of Education and Vocational Education
Fort Collins, Colorado

April 5, 1966

ANNOUNCEMENT

A Summer Training Program for Vocational Counselors

Thirty school counselors will have an opportunity to participate in a training program conducted by Colorado State University under a grant from the U.S. Office of Education during the summer of 1966. Counselors will be chosen who are presently working in positions in which much of their efforts are devoted to counseling with individuals who need assistance in vocational planning, selection, and training.

PURPOSE

The purpose of this training program is to: (1) develop in each trainee the ability to make practical applications of counseling skills in assisting youths and young adults in choosing and preparing for a vocational goal which is in keeping with their aptitudes and abilities; (2) inform trainees of existing possibilities under new federal legislation for establishing and carrying on vocational education training programs on a school community basis and especially in meeting the needs of youths in depressed communities who have academic, socio-economic, and other handicaps which prevent them from succeeding in regular vocational education programs; (3) provide trainees with a more thorough knowledge and understanding of basic vocational philosophy which will enable them to provide more intelligent and effective vocational counseling to all youths.

PROGRAM CONTENT AND PROCEDURES

The program will be five weeks (25 days) between June 13 and July 15, 1966. The first two weeks will be held on the campus of Colorado State University; the third and fourth weeks will be held in Denver at the Emily Griffith Opportunity School; the fifth week at the CSU campus. Two weeks of formal instruction will be given in the areas of vocational philosophy and structure of vocational education; occupational information, classification and use; presentations by vocational education personnel from on-going programs; personality dynamics and counseling techniques, particularly as these relate to vocational development and goal formation; and introduction to the practicum experiences through demonstration interviews and group discussions, and etc. Two weeks will be devoted to counseling experiences and presentations and visitations to business and industry on selection and training procedures. The counselees for this portion of the program will be drawn from several sources in the Denver area and will include secondary school age youth and adults who are faced with vocational selection and training problems. Some of these will be school drop-outs and unemployed persons who are seeking entrance into actual training programs. The fifth week will be devoted to a joint workshop. At the time of selection of the trainees, the school administration of each school represented, will be asked to participate in this final week. Counselors will have an opportunity to utilize their training to work cooperatively with their administrators in planning for program development in their individual communities. Some basic instruction and general orientation will be given to the administrators on the same vocational education factors which the trainees have received. This will be followed by group discussion sessions and work sessions in which the trainees and their administrators can formulate actual plans for program development.

EXHIBIT A

The instructional staff of the training program and resource personnel will be available for assisting in this program development.

Trainees desiring graduate credit who meet admissions requirements of the Graduate School of Colorado State University, may register for a total of 6 quarter credits in vocational education and/or education.

There will be some per diem and travel reimbursement for both the trainees and their school administrators. The amounts of these will be determined at the time the applicant is accepted into the training program.

There will be adequate housing available for the trainees and their administrators and further information will be furnished to those accepted in the program.

CRITERIA FOR SELECTION

The main criteria for selecting trainees are:

1. The applicant must hold a bachelor's degree and be able to qualify for a counselor endorsement in his respective state.

2. The applicant must be able to show evidence that: (a) he is now engaged (at least part-time) in counseling with students in regard to vocational problems and that he will be engaged in such vocational counseling for the coming school year (1966-67) including counseling of students who may be eligible for enrollment in vocational education programs on the secondary, junior college, or adult education level; (b) that he will hold an assignment as a counselor for at least one-half time for this next school year. Verification of all this information will be made by the school administrator as a part of the application materials.

3. Selection will be made on a further basis of specific need, desires, and type of community needs and the willingness of the school administration to participate in the final week activities. Preference will be given to those applicants who have had no previous specific training of this type.

HOW TO APPLY

Applications will be considered as they are received and it is hoped that all selection will be completed on or about May 16, 1966. Those accepted as trainees will be notified on or about May 20. If you are interested in applying or further information, please complete the form below:

- -

I have read the information concerning the Training Program for Vocational Counselors and feel I meet the Criteria for Selection. Please send the application materials to:

NAME_____ Present Position_____

Address_____
(street & no.) (city & state, zip)

I am presently employed by_____
(Name and address of employer)

Return this to: Dr. D. L. Frick, Department of Education
Colorado State University, Fort Collins, Colorado 80521

APPLICATION FOR ADMISSION

to the

Training Program for Vocational Counselors
June 13 to July 15, 1966

Conducted by Colorado State University
under a grant from the U.S. Office of Education,
Division of Adult and Vocational Research

Please print or type

NAME_____ Bus. Phone_____
(Last) (First) (Initial) Home Phone_____
Area Code _____

Present Employer_____
(Name and address of institution)

I presently hold the position of_____in the above.

In this position, I devote approximately: ¼ time___; ½ time___; 3/4 time___; fulltime___; none___to actual counseling with individuals.

If you do devote some time to actual counseling, indicate the portion of this total counseling time that you devote to students in actual vocational counseling: (approximately): ¼ time__; ½ time__; 3/4 time__; fulltime__; none__.

Do you now hold any type of counselor certification in your state? Yes__; No__; If "yes" indicate type_____

What are some special socio-economic problems which exist in your school community and how do these apply to the type of counseling needed by youth of your community:_____

Does your school or community now have any type of formally organized vocational education or training program? Yes__; No__. If "yes" describe as to: length in existence, type of training offered, approximate number of students involved, etc._____

To what extent do you (as a counselor) work with students in this program or preparing to enter this program (briefly describe any connection you have with it), if none, state so._____

Briefly describe any particular aspects of training you feel you need to perform your present (or immediate future) job as a counselor:_____

Date submitted_____

Applicant's Signature_____
Home Address_____

EXHIBIT B

EMPLOYMENT AND INSTITUTION VERIFICATION

To be completed by the Applicant's administrator (Supt., Princ., or Supv.)

Please print or type

The applicant has been employed by our school for__years. He holds professional certification_____.
He (does) (does not) hold counselor certification. (specific type)

The proposed assignment for him for the next school year includes assignment as a counselor for: ¼ time__; ½ time__; 3/4 time__; fulltime__; none__.

If the applicant presently holds a position involving some counseling and guidance duties, how many years has he held this assignment?____years.

What portion of his present counseling time does he devote to students in vocational counseling, (including vocational exploration, selection, and training): ¼ time__; ½ time__; 3/4 time__; fulltime__; none__.

Does your school now have an organized vocational education program which is available to all students? Yes__; No__; If "yes", please indicate the approximate numbers of students enrolled in this program: Secondary school___; Adult___.

If you do have a vocational education program, how is it financed:
Local funds only__; State and local funds__; Federal funds only__; Other___
_____

What areas of training are offered in this program: Dist. Ed.__; Voc.Agr__; Trade and Ind.__; Business Occupations__; Other (specify)_____

Briefly describe what you feel is the greatest need of the youth of your community in terms of vocational education, training, awareness, etc._____
_____
_____
_____

The training program for which the applicant is being considered has been designed to bring more effective, organized, and administered program efforts to meet the vocational needs of students on the local school community basis. If the applicant is accepted into this training program, will your school administration be willing to send a duly appointed representative to the final week of this training program (July 11 through July 15) for approximately 4 or 5 days of orientation and workshop planning which will entail some formal planning for program development for your school community. (some per diem reimbursement will be available) Yes__; No__. If answer is "yes", give name and title of this person (if known at this time)_____

I hereby certify that the above facts and information given are true to the best of my knowledge and belief.

Signed_____Date_____

Applicant's Name_____ Title_____

Institution:_____

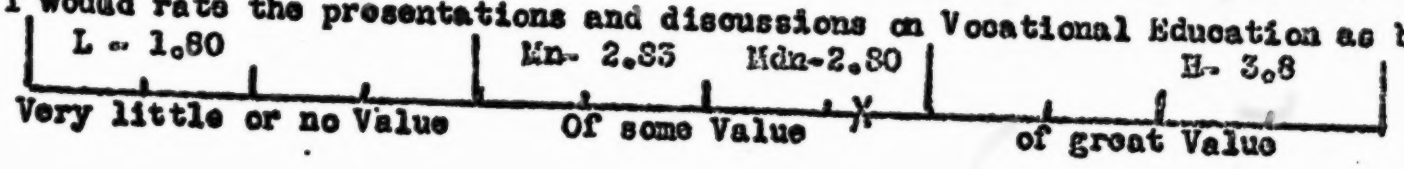
EXHIBIT B

1966 Vocational Counselor Training Program
Administrator - Program Evaluation (SUMMARY *)

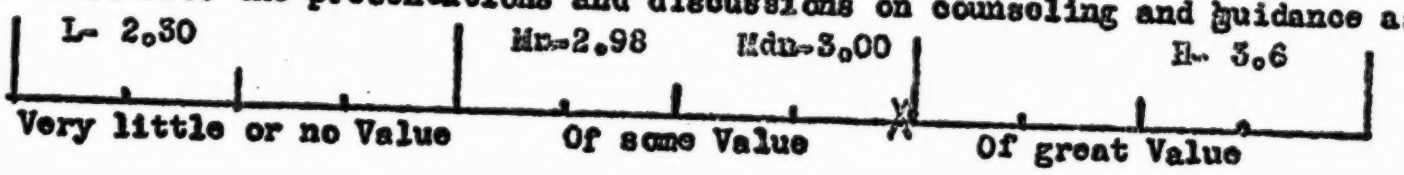
Will you please indicate your candid evaluation on the following items concerning the Training Program. Please do not sign your name, but indicate your evaluation on a basis of how you feel, independently of the reaction you have heard from others. Please make any criticisms, suggestions, or comments in the space provided, which will aid us in planning future training programs. Where appropriate, place an "X" on the line which nearest expresses your rating.

Example:

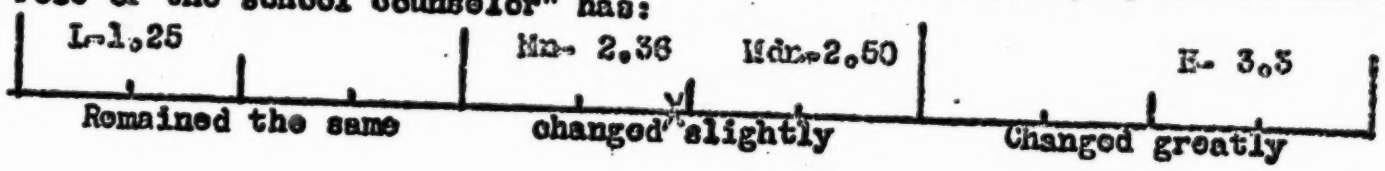
1. I would rate the presentations and discussions on Vocational Education as being:



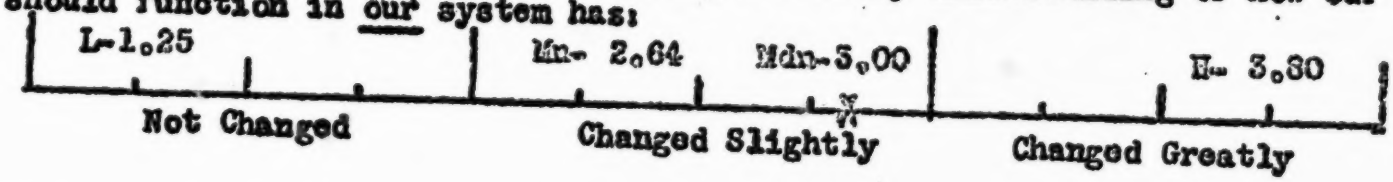
2. I would rate the presentations and discussions on counseling and guidance as being:



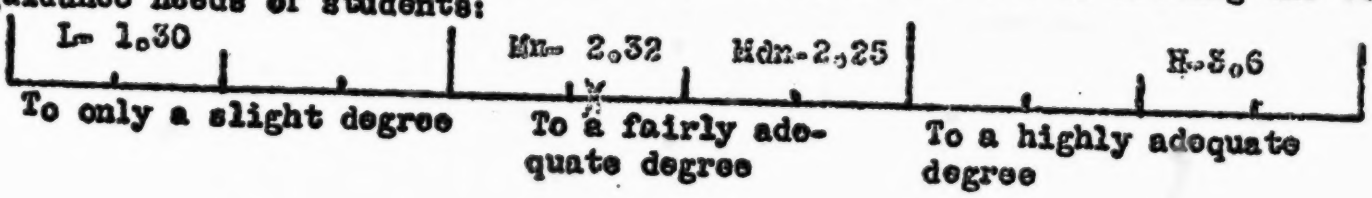
3. As a result of presentations, discussions and the project, my understanding of the "role of the school counselor" has:



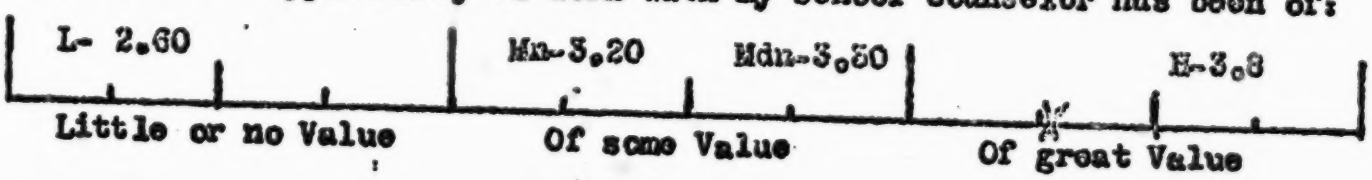
4. As a result of this week's activities, I feel my understanding of how our counselor(s) should function in our system has:



5. As a result of this week's activities, I feel our school is meeting the vocational guidance needs of students:



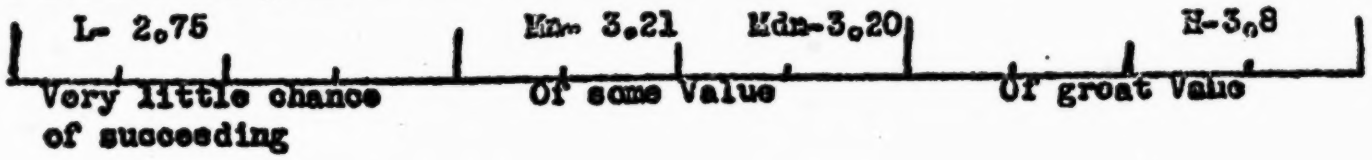
6. I believe this opportunity to work with my school counselor has been of:



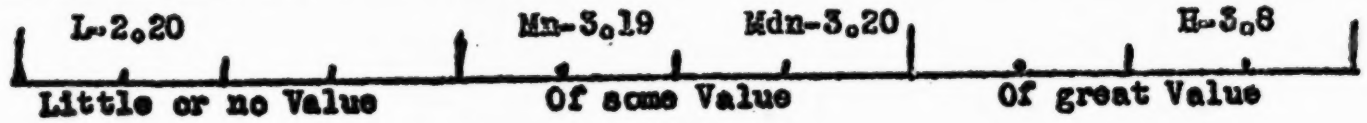
(*) Code in Red: L = Lowest rating given this item
H = Highest rating given this item
X (on line)- Midpoint between Mean and Median

EXHIBIT C

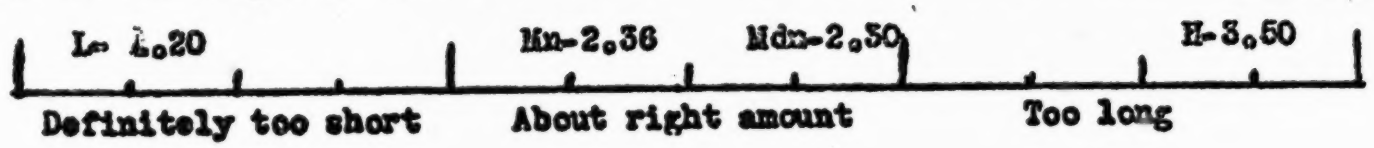
7. I believe the plans which we made for our school have:



8. I would rate this training program from the standpoint as being of value to me as an administrator as being:



9. As to the length of time for administrator envolvement, I believe <u>one week</u> is:



10. Comments, critisms and suggestions I have which I feel might aid in future training programs:

"Was a valuable experience"; "More group discussions between administrators, particularly from school about the same size"; Visitations to business and industry"; "Could improve presentations by Vocational Education personnel"; "How vocational education and basic program needs to work together"

EXHIBIT C

2.(c) I would rate the other activities of the Training Program as to their value to me as a counselor:

No Value — Some Value — Great Value

(1) Role-playing sessions - - - - L-2.6 Mn-3.26 Mdn - 3.20 H-3.9

(2) Small Group discussions - - - L- 2.8 Mn-3.35 Mdn- 3.30 H-3.8

(3) Total Group discussions - - - L-2.4 Mn-3.17 Mdn- 3.10 H-3.8

(4) Student panels(MDTA;Ft.Collins- L-2.8 Mn-3.34 Mdn- 3.30 H-3.8

(5) Client interviews(Opport.School) L-2.8 Mn-3.52 Mdn- 3.65 H-3.9

(6) Taping of interviews & their evaluation(group & individual) L-2.9 Mn-3.61 Mdn - 3.75 H- 4.0

TRAINING PROGRAM STUDENT MORALE

1.(a) I would rate the general morale of the Training Program student-group as follows: (rate each week period on the scale)- (Low-Fair-High)

Week	Low: Dissatisfaction or disharmony	Fair: Some Harmony & satisfaction	High: Excellent harmony & satisfaction
First	L-1.6	Mn-3.0 Mdn- 3.0	H- 3.8
Second	L-1.2	Mn- 2.96 Mdn- 3.10	H- 3.8
Third	L-2.2	Mn- 3.31 Mdn- 3.25	H- 3.8
Fourth	L-1.8	Mn- 3.23 Mdn- 3.20	H- 3.8
Fifth	L-2.6	Mn- 3.51 Mdn- 3.65	H- 3.9

1.(b) I would rate the opportunities for becoming acquainted with the other students in the Program as being:

L- 2.8 — Mn- 3.52 Mdn- 3.65 — H- 3.9

Limited: got acquainted with only a few — Reasonable: got acquainted with most of them — Excellent: got acquainted with all

1.(c) I feel the acquaintences I did make contributed to my professional growth and understanding:

L- 3.1 — Mn- 3.55 Mdn- 3.60 — H- 3.9

Very little — To some degree — To a high degree

EXHIBIT D

1966 Vocational Counselor Training Program
Student - Program Evaluation (SUMMARY *)

Will you please indicate your candid evaluation on the following items concerning the Training Program and its overall value to you. Please do not sign your name, but indicate your evaluation on a basis of how you feel, independently of what you may have gained in reactions from others. Please make any criticisms, suggestions, or comments in the space provided which will aid us in improving the quality of any succeeding programs we might conduct. Where appropriate, place an "X" on the line which nearest expresses your rating:

Example: (1.0) (.5) (2.0) (.5) (3.0) (.5) (4.0)

1. I would rate the OVERALL organizational pattern of the Training Program as being:

L- 2.2 | Mn- 3.13 Mdn-3.20 | H- 3.8

Poor, without pattern | Fair to good, with minor changed needed | Excellent, Systematic throughout

I would rate the overall facilities for the Training Program as being:

L- 2.4 | Mn-3.19 Mdn- 3.25 | H- 3.8

Entirely inadequate | Fairly adequate | Very adequate

INSTRUCTIONAL CONTENT AND PRESENTATION

1. I would rate the content of the information presented on the total area of Vocational Education as to its value to me as a counselor:

L-2.3 | Mn- 3.16 Mdn-3.20 | H-3.8

Very little or no Value | Some value, but limited in a few respects | Great Value, with many practical aspects.

2. (a) I would rate the various public agency presentations (not including field trips) as to their value to me as a counselor: (poverty programs, etc)

L-2.3 | Mn- 3.00 Mdn-2.90 | H- 3.8

Of little interest or Value | Of Some interest & Value | Of Great Interest & Value

The presentations of these agencies which were of greatest value to me were: _____

_____

Those of least value _____

2.(b) I would rate the various field trips(those organized groups) to business & Industry as being:

L- 2.6 | Mn- 3.32 Mdn- 3.35 | H- 3.9

Of little interest & Value | Of some interest & Value | Of Great interest & Value

Those visitations which were of greatest value to me as a counselor were: _____

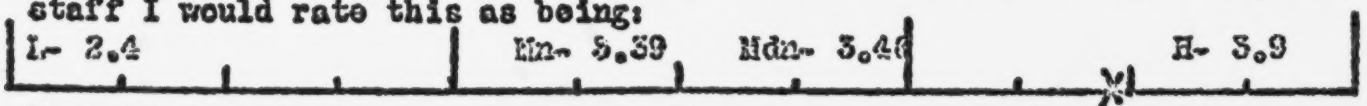
_____

Those which were of least value: _____

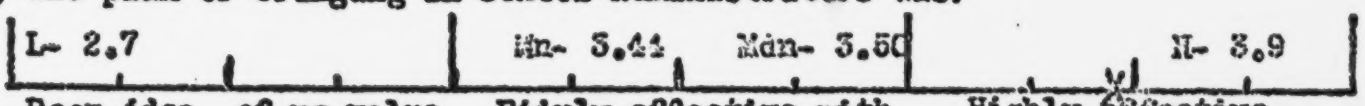
(*) Code in Red: L- Lowest rating given on this item
H- Highest rating given on this item
X- Mid-point between Mean & Median

EXHIBIT D

1.(d) With regard to opportunity for adequate communication between trainees and staff I would rate this as being:



1.(e) The plan of bringing in school administrators was:



LIVING ACCOMODATIONS

If you used the Dormitory or YMCA for living during the Training Program: (check)

(a) I would rate the Dormitory (Parmalee Hall) facilities which were provided for me as: inadequate___; fairly adequate___; very adequate 15.

(b) I would rate the facilities at the YMCA which were provided for me as being: inadequate___; fairly adequate 2; very adequate 6;

Meals and Meal Facilities: On the CSU campus (or in Fort Collins): Excellent 14; Good 2; Fair___; Poor ___.

Living Costs: The cost of living for the total training program was: More than I had expected 8; About the amount I had expected 11; Less than I had expected 2.

SUMMARY EVALUATION

General comments, criticisms, and suggestions I would have to offer regarding the Program as a whole are: (include specific suggestions on: content; presentations; facilities; equipment; activities; morale; social, etc)

"Excellent experience"; "More time in counseling interviews"; "More contact with business and industry"; Bring Vocational Education persons in with business and industry"; "Start small group discussions during first week"

(use other side if necessary)

EXHIBIT D

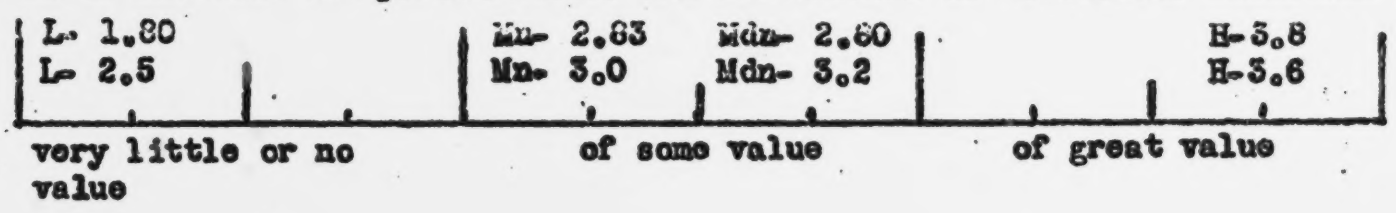
1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Follow-Up Information

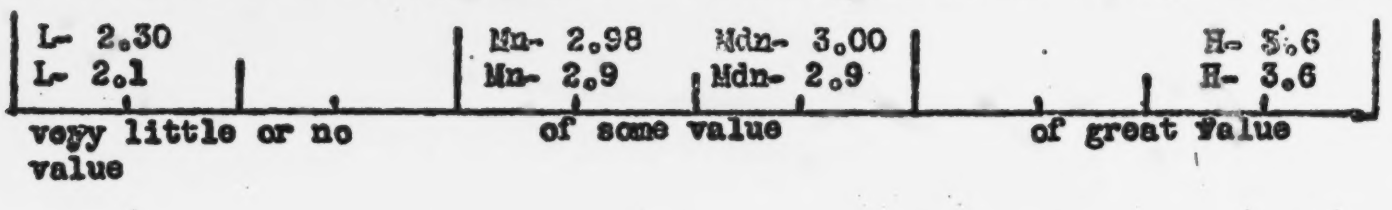
Administrators

I would make the following appraisals of this Training Program in retrospect of its value to me as a school administrator and to our counselor in better meeting some of the total guidance needs of our students.

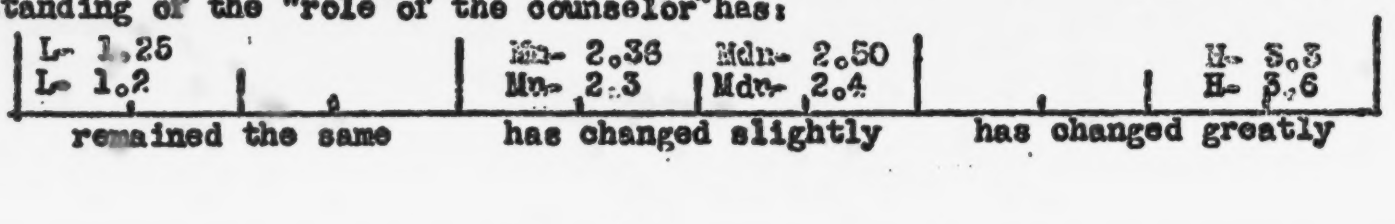
1. I would now rate the presentations and discussions on Vocational Education as being:



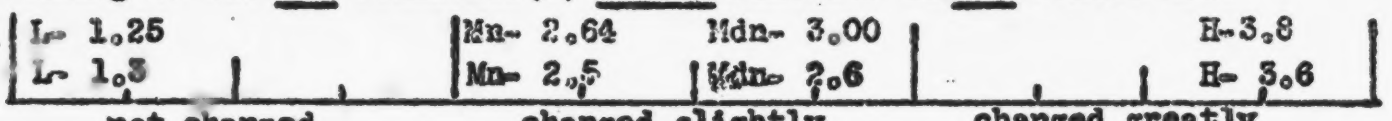
2. I would now rate the presentations and discussions on Counseling and Guidance as being:



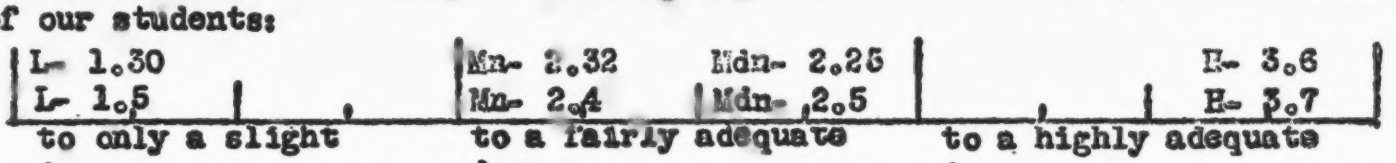
3. As a result of the total presentations, discussions, and the project, my understanding of the "role of the counselor" has:



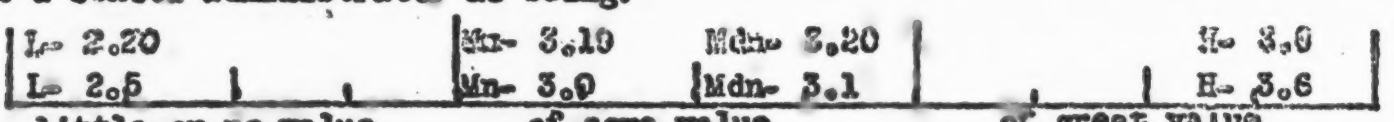
4. As a result of my participation during the last week, I now feel that my understanding of how our counselor(s) should function in our school has:



5. I now feel that our school is meeting the Vocational Education and Guidance needs of our students:



6. I would now rate the overall Training Program from the standpoint of value to me as a school administrator as being:



See next page for note on ratings.

Exhibit E

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

Follow-Up Information

Counselors

Present Position _____ (title) ; This is ___ ; is not ___ the same position I hold at the time I was a participant in the Training Program. If not, give name and address of present employer _____

Present Position

What portion of your present position is devoted to the total guidance function: (check) ¼ time ___; ½ time ___; ¾ time ___; fulltime ___; none ___.

What portion(approximately) of this total guidance time is devoted to actual counseling (face-to-face student relationships): very little ___; about ½ : ___; major portion ___; Practically all my time ___; none ___.

What portion of your total guidance time is devoted to activities, procedures, or services which are designed to aid students in vocational development (such as: occupational information dissemination; vocational counseling; working with Voc. Ed. programs; liason work with business; employment agencies; actual job placement): ___ % of this total time.

What do you consider is the greatest vocational guidance need of the students in your school ? _____

To what extent do you feel this need is being met: to a high degree ___; to some degree ___; to little or no degree ___.

What do you feel is the biggest impairment on you (as a counselor) in assisting students in meeting this need: (check one or more, if desired)

___ too little time to devote to this function.
___ lack of interest on the part of students in vocational development.
___ lack of concept of total staff of the counselor's function.
___ too much paper work (attendance, record keeping, administrative details, etc)
___ lack of appropriate background by me in the area of world of work factors.
___ too great of emphasis by the school community on academic achievement without regard to ultimate vocational goals.
___ Other: Specify _____

In your academic training preparatory to your present job as a counselor, what do you feel are some of the major elements which were lacking in this training _____

_____

_____

On the following sheets are some items dealing with the Training Program which you are asked to react to concerning your appraisal of this Program. Please be candid in your appraisals and offer criticisms where appropriate.

Code for the Ratings: BLACK- ratings given on Follow-up evaluation(7 months after Program)
RED - ratings given at the close of the Program

EXHIBIT F

7. I now feel that the plans which our counselor and I drafted at the Training Program for our school are: (check one)

___ were impractical and will not be carried out at all.
___ were practical and are being implemented this year.
___ were practical, but will not be implemented until a later time.
___ are still good plans, but find we cannot carry them out in our school.
___ will need further administrative approval before carrying them through.
___ Other: Specify_____

8. Briefly describe the present status of the plans which you made as to what constructive steps have been taken to carry them out:

_____

_____

_____

_____

_____

9. General comments, criticisms or suggestions I would now have to make which might aid in future training programs of this nature:

_____

Code for the Ratings: BLACK - ratings given on Follow-up evaluation(7 months after Program)
RED - ratings given at the close of the Program

Signature (optional)_____

EXHIBIT E

Regarding the "plan of action" which you and your school administrator made during the last week of the Training Program, please answer the following:

1. What portion, if any, of this plan have you completed at this time.(if none, state so) Briefly ddescribe the major accomplishments: _____

_____

_____

_____

2. What portion of this plan (not described above) do you expect to complete by the close of the school year (1966-67). Briefly describe _____

_____

_____

_____

3. What portion of the plan to you expect to initiate (continue or complete) during the school year 1967-68. Describe in brief _____

_____

_____

_____

_____

What General evaluations, comments, criticisms or suggestions can you offer regarding the Training Program as a WHOLE-(which are not covered in prefious items)

Signature(optional)_____

EXHIBIT F

1. I would now rate the content of the information presented on the total area of Vocational Education as to its value to me as a counselor: (place an "X" on the line which nearest expresses your rating):

L- 2.3 L- 2.3	Mn- 3.16 Mdn-3.20 Mn- 3.2 Mdn-3.3	H- 3.8 H- 3.7
little or no value	some value, but limited in a few aspects	great value, with many practical aspects

2. I would now rate the various public agency presentations (poverty program, employment service, etc., but not including field trips to business) as to their value to me as a counselor:

L- 2.3 L- 2.3	Mn- 3.00 Mdn- 2.90 Mn- 3.0 Mdn- 3.1	H-3.6 H-3.5
of little interest & value	of some interest & value	of greatest interest & value

Which of these were of greatest value U.S.OFFICE; VOC. ED.; HEAD START
Employment Service; Head Start; Voc.Ed. Panels

Which of these were of least value Y.O.C.; OEO
OEO; Y.O.C.

3. I would rate the various field trips (to business and industry) as being:

L- 2.6 L- 1.8	Mn- 3.32 Mdn- 3.36 Mn- 3.3 Mdn- 3.4	H- 3.9 H- 3.8
of little interest & value	of some interest & value	of greatest interest & value

Which of these were of greatest value: (name of firm) Tele.Co.; Public Service; Sommonite
Public Service; Tele.Co; May-D&F

Which of these were of least value: Goodwill; May-D&F.
Public Service

4. I now feel that the plan of bringing the school administrators into the Program has helped to better define the "role of the counselor" in our school:

L- 2.7 L- 1.8	Mn-3.44 Mdn- 3.50 Mn-3.1 Mdn- 3.3	H- 3.9 H- 3.8
to little or no degree	to some degree	to a high degree

5. I would now rate the other activities of the Training Program as to their value to me as a counselor:

	No value	Some value		Great value
(a) Role-playing sessions - -	L-2.6 L-2.2	Mn-3.26 Mn-3.1	Mdn-3.20 Mdn-3.3	H-3.9 H-3.9
(b) Small Group Discussions -	L-2.8 L-2.1	Mn-3.35 Mn-3.1	Mdn - 3.30 Mdn- 3.2	H-3.8 H-3.8
(c) Total Group Discussions -	L-2.4 L-2.2	Mn-3.17 Mn-3.1	Mdn-3.10 Mdn-3.2	H-3.8 H-3.7
(d) Student Panels(MDTA, Ft. Collins, etc) - - -	L-2.8 L-2.5	Mn-3.34 Mn-3.2	Mdn-3.30 Mdn-3.2	H-3.8 H-3.9
(e) Opport. School client interviews - - - - - - -	L-2.8 L-1.7	Mn-3.52 Mn-3.4	Mdn-3.65 Mdn-3.6	H-3.9 H-3.9
(f) taping of interviews & their evaluation - - - -	L-2.9 L-2.7	Mn-3.81 Mn-3.5	Mdn-3.75 Mdn-3.6	H-4.0

EXHIBIT F

1966 VOCATIONAL COUNSELOR TRAINING PROGRAM

This will be a project for planning procedures which will meet the counseling and guidance needs of all students in your school community; and which will assist them in meeting their ultimate vocational selection and training needs.

CONTENT

1. There should be an opening paragraph or two which will describe your school community as to such factors as: socio-economic make-up; geographic location; and organizational structure of the school system of that community.

2. Drawing from No. 1 (above) develop the following:

   (a) What implications do these factors about our community have for determining the vocational needs of <u>all</u> students in our community?

   (b) What specific procedures or activities should be employed to determine these needs? For example:

      (1) How can we determine former student (dropouts & graduates) outcomes over a five year period?

      (2) How can we determine where these former students are now located?

      (3) What can we learn about the areas of employment of our former student?

      (4) What counseling and guidance services should be provided to our former students?

      (5) What formal, continuing evaluation of our curriculum needs to be made as a basis for meeting the needs of all our students? (What, if any, is the counselor's role in this effort.)

      (6) What revisions or implementations of the five basic guidance services are needed to meet the ultimate vocational needs of our students.

      (7) What special vocational education offerings are needed as a part of our school and community efforts to meet the vocational needs of our students; what procedures can we follow in setting up or revising our vocational education efforts?

3. What specific approach can we initiate for the coming school year which will serve to implement our desire to meet the vocational needs of all our students? How will this lead to the development of a long-ranged plan for meeting these needs?

(This should be written up in duplicate for handing in on the final day (Friday, July 15) and should be condensed for an oral report (of about 10 minutes) to be presented at the general session on Friday morning.)

EXHIBIT G

1966 Vocational Counselor Training Program

TRAINEES

NAME	POSITION	ADDRESS
Anderson, James A.	Counselor, Hastings Senior High School, Hastings, Nebr.	931 N. Burlington Hastings, Nebr.
Bland, Victor E.	Counselor, North Central Kansas Area Vo-Tech School, Beloit, Ks.	84 Eastwood Dr. Hutchinson, Kansas
Blanke, Donald I.	Guidance Counselor, Meeker School District, Meeker, Colo.	700 3rd. St. Meeker, Colo.
Buelter, Otfried D.	Counselor, Jeff.Co.School Dist. Lakewood, Colorado	6503 Moore St. Arvada, Colo.
Carroll, Richard J.	Counselor, District No. 70 Pueblo, Colo.	Rt. 4, Box 113 Pueblo, Colo.
Cooper, Gordon R.	Counselor, Rifle High School Rifle, Colo.	Box 1091 Rifle, Colo.
De Lio, Joseph P.	Counselor, JFK Jr.Sr. High School, Denver, Colo.	3801 Wagontrail Dr. Littleton, Colo.
Detwiler, Loren A.	Guidance Director, Trego Community High School, Wakeeney, Kansas	513 6th Street Wakeeney, Kansas
Frankenreiter, Gerald C.	Counselor, Kearney Jr. High School, Commerce City, Colo.	1937 Ivanhoe St. Denver, Colo.
George, Josephine S.	Counselor And Teacher, Hinkley High School, Aurora, Colo.	583 S. Oneida Way Denver, Colo.
Godfrey, Walter B.	Counselor, Littleton High School Littleton Colo.	316 S. Williams Denver, Colo.
Hunter, George H.	Director of Guidance, Steamboat Springs, Public Schools Steamboat Springs, Colo.	360 4th Street Steamboat Springs, Colo.
Jendzel, John J.	Counselor and Teachor, West Yuma County School Dist RJ-1 Yuma, Colo.	1001 S. Buffalo Yuma, Colo.
Kelly, Wayne A.	Counselor and Teacher, School District 11, Colorado Springs, Colo.	3641 Indianpipe Circle Colo. Spgs., Colo.
Landreneau, Harold J.	Counselor and Teacher, St. Landry Parish School Board, Eunice, Louisiana	450 Ida Eunice, Louisiana
McCool, Nellie R.	Counselor, Harrison H. School Colorado Springs, Colorado	2508 West Pike's Peak Ave. Colo. Spgs., Colo.

EXHIBIT H

NAME	POSITION	ADDRESS
McCutcheon, Alice G.	Counselor, Adams City Sr. High School, Adams City, Colo.	3525 Forest St. Denver, Colo.
Noyce, Donald C.	Educational Career Counselor Denver Public Schools, Denver, Colorado	1330 Kipling Denver, Colo.
Phipps, Tommy Jo	Counselor, Jefferson County Public Schools Lakewood, Colo.	735 Holland Lakewood, Colo.
Veldhuizen, Melvin J.	Counselor, R2J Thompson School District, Loveland, Colo.	3014 Colorado Ave Loveland, Colo.
Welte, Robert W.	Director of Guidance School District 50 Westminster, Colo.	1180 W. 70th Pl. Denver, Colo.